

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

The practice proposed for recognition is entitled "The Saturday Program". This concept was conceived by the principal in an effort to provide additional academic support for our students and a sense of community for our families.

"The Saturday Program" provides an opportunity for the students in our school to obtain tutoring in the areas of mathematics and language arts. The tutors consist of high school students within our township who are members of the National Honor Society. We also have parent volunteers who function as tutors. The children who receive tutoring are selected by their classroom teacher in grades one through five. Our teachers refer students who are experiencing difficulty in one or both of the academic areas for which instruction is provided.

In addition to tutoring, "The Saturday Program" offers a Babysitter Training Course provided by Virtua Health and taught by a registered nurse. Students who are ten years old or older may participate in this program which is held twice a year in our Saturday Program. Upon completion of the course, students receive a certification of completion and an I.D. card recognizing this training.

"The Saturday Program" begins with a "Family Film Day". A local movie theater reserved for our school on the first Saturday in October and our families gather at school in the morning and are bussed to the local theater. Our district provides four school buses for this occasion. The movie is selected by the principal and it has a "G" rating. The movie theater provides popcorn and soda all of which is included in the \$1.50 per person charge. "The Saturday Program" offers a "Family Film Day" in October and again in February.

Our school's PTA provides refreshments for the children on Saturday morning and they cater an end of the year luncheon for the tutors, children and their parents. This organization also gives each tutor a gift certificate to a local bookstore and the principal writes a letter of appreciation to each tutor, which goes into their school files.

The Saturday Program starts the first Saturday in October and ends on the first Saturday in April. It meets on the first and third Saturday of each month from 10:00am to 12noon. A certified teacher from our school organizes the tutoring and sends out all communications to tutors and sets up the tutoring sessions. Each session last for 30 minutes. We have twenty tutors each of who see four students per Saturday for a total of 80 students. The tutors see the same students each Saturday; this is important in the establishment of a bond between tutor and students.

Our building principal is present every Saturday. This provides the parents with an opportunity to interact with the principal; to ask questions and to generally establish a relationship with the principal. There is a place for parents to wait for their students and enjoy coffee and donuts, read educational literature or talk with the principal. The parents also have the option of leaving their students and coming back to pick them up.

The Saturday Program Objectives are:

1. To promote achievement in mathematics and language arts
2. To develop a sense of community between home and school
3. To establish a positive relationship between elementary and secondary students.

How the practice is innovative / How it promotes high student achievement.

Through the establishment of the Saturday Program our school is extending the learning opportunities of our students by providing an additional opportunity for them to engage in activities that will help to fortify their academic growth. We have created an environment that is conducive to community building. Our families can come together, informally, and exchange ideas, communicate with one another while they support the learning environment of their

children. Our students are acquiring knowledge, support and a sense of confidence from their school in an informal setting. We are expanding the learning environment by providing a Saturday morning of positive and productive activities.

The National Honor Society students who function as tutors also represent role models for our children. The relationship established between our children and the tutors help to support and promote the values of hard work and academic success.

- 2. List the specific Core Curriculum Content Standards including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.**

Language Arts literacy:

- Standard 3.2 • Standard 3.3 • Standard 3.4

The certified teacher in charge of The Saturday Program communicates with the referring classroom teacher. Together they collect materials that are used by the tutor to address the needs of the student being tutored. Example: vocabulary lists are formulated by the classroom teacher and used by the tutor for instruction. Stories are written by the student using the vocabulary words.

Mathematics:

- Standard 4.1 • Standard 4.2 • Standard 4.4 • Standard 4.5 • Standard 4.6 • Standard 4.7 • Standard 4.8

The certified teacher in charge of The Saturday Program communicates with the referring classroom teacher. Together they collect materials that are used by the tutor to address the needs of the student being tutored. Example: a worksheet involving many different types of operations might be used by the tutor to assist the student in acquiring a better knowledge of performing the required operation.

Cross-Content Workplace Readiness

- Standard 4: All students will demonstrate self-management skills
Cumulative Progress Indicators:
 - 2 – work cooperatively with others to accomplish a task
 - 3 – evaluate their own actions and accomplishments
 - 9 – use time efficiently and effectively
 - 10 – apply study skills to expand their own knowledge and skills
 - 11 – describe how ability, effort, and achievement are interrelated
- Standard 3 – All students will use critical thinking, decision-making and problem-solving skills
Cumulative Progress Indicators:
 - 1 - Recognize and define a problem, or clarify decisions to be made
 - 2 - Use models, relationships, and observations to clarify problems and potential solutions
 - 10 – Monitor and evaluate their own thinking

Through the interaction that occurs between the tutor and the student, most of the standards stated above are utilized. Example: As the tutor directs the learning of the students, they are displaying the elements of cooperative work. The tutor shares with the students many of the strategies they employ as students that are successful for them.

3. **Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objective of the practice have been met. Provide assessment and data to show how the practice met the needs.**

Educational needs of students:

- to gain a stronger understanding of mathematical concepts.
- to read with more fluency and to acquire a stronger foundation in reading and writing skills
- to develop a sense of belonging to the school community
- to establish a positive relationship with an older student / adult

Objective 1: To promote achievement in mathematics and language arts.

Report Cards

At the end of each marking period (there are four during the year) the report cards of students in The Saturday Program are analyzed in the areas identified.

Student Performance Following Participation in the Saturday Program

		1998-1999		1999-2000		2000-2001	
		Math	Language Arts	Math	Language Arts	Math	Language Arts
	Percentages						
	Increased 2 Letter Grades	14	10	34	13	22	31
	Increased 1 Letter Grade	63	75	52	73	68	69
	Remained the same	13	15	13	14	9	0
	Decreased 1 Letter Grade	10	0	0	0	1	0
Total Students Participating		55		69		78	

Objective 2: To develop a sense of community between home and school

Parent Survey

Each year parents of the students receiving tutoring are given a survey which asked them to rate various aspects of our Saturday Program.

Parental Reaction to Saturday Program

	1998 – 1999	1999 – 2000	2000 – 2001
Highly Valued	12	42	63
Moderately Valued	25	14	6
Not Valued	5	0	0
Total Respondents	42	56	69

Objective 3: To establish a positive relationship between elementary and secondary students:

Each year, students who received tutoring are asked to take a survey that identified how they felt about, their tutor, their instruction, and their relationship with their tutor. These

surveys were taken home to be completed and anonymously returned during the following session and placed in a box.

Saturday Program Participants' Surveys

	Feelings about tutors			Instruction			Relationship with the tutor		
	Great	Okay	Didn't Like	Helped a lot	Helped Some	Helped Not at All	Important	Kind of Important	Not at all Important
1998 – 1999	40	14	1	41	13	1	38	13	4
1999 – 2000	50	6	0	52	4	0	63	0	0
2000 – 2001	69	5	0	67	7	0	72	2	0

The Virtua Health organization in charge of our Babysitter Training Course gave the students an evaluation form. Two of the items on the form were of interest to our overall program.

1. Why did you come to this course?
 - a) My parents signed me up
 - b) I am interested in getting a job as a babysitter
 - c) Other
1. Would you encourage a friend to take this course?
 - a) Yes
 - b) No
 - c) If “no” why not?

Objective 3

	The Virtua Health Babysitter Training Course Evaluation by Student Participants (Total of four questions only 2 applied to our objective)					
	1998 – 1999		1999 - 2000		2000 - 2001	
	a	B	a	b	a	b
	Question 1					
	6	4	7	5	11	4
Question 3	10	0	13	0	24	0
Total Students	10		24		24	

An analysis of our assessment instruments indicate that our objectives are being met. Our students are benefiting from the experience of our Saturday Program and the school community is flourishing.

4. **Describe how you would replicate the practice in another school and/or district?**
 - Survey teachers to see if there is a need • Establish objectives • Announce the program to the parents • Select some one to coordinate the program • Contact the High School in the district to get students (National Honor Society) to function as tutors • Principal or coordinator will train the tutors • Gather materials • Get PTA involved • Select students to be tutored – contact parents – get their signature/commitment • Contact a local hospital to secure instructor for Babysitters course • Make up surveys – decide what assessment instrument to use